

# Watch, Warning, Storm! Diary

Date (time)	Emotion	Watch	Warning	Storm

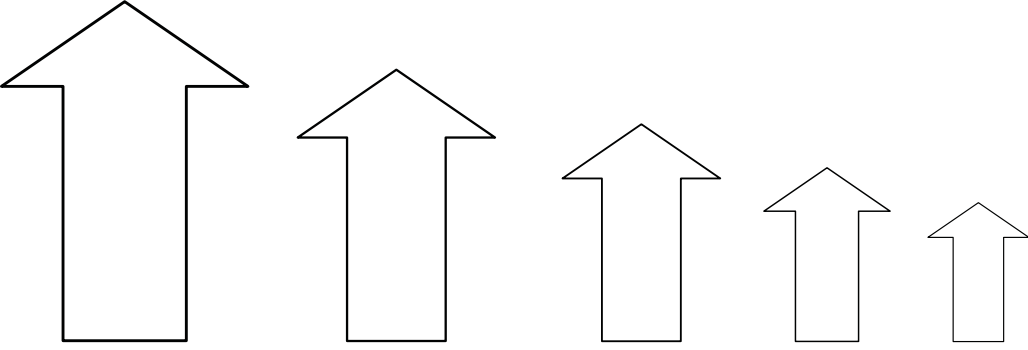
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# Behavioral Chart

Date/ time	Behavior	Frequency count	Duration	Place	People	Cues	Consequences

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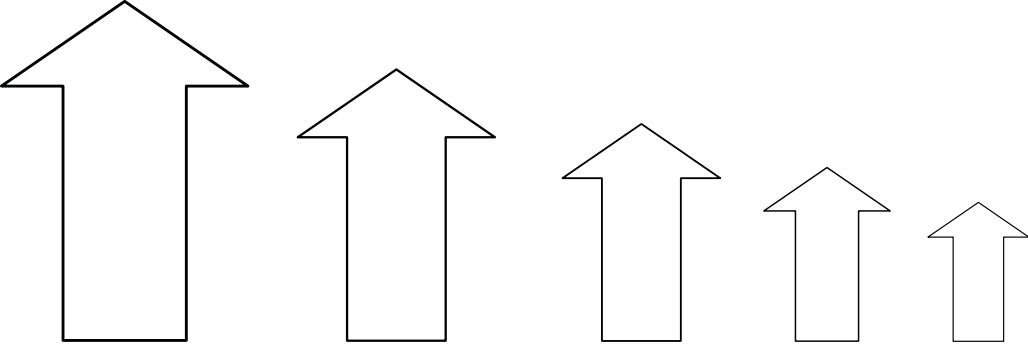
## File My Fears Away



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FORM 2.4

# What's Buggin' You? Diary



Date	Situation	Feeling	What bug buzzed through your head?

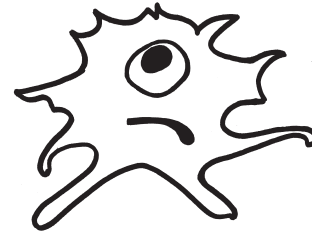
Situation	Feeling	How strong (1–10)	Brainstorm

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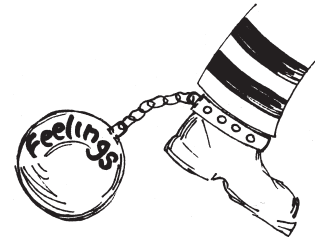
## A Dozen Dirty Tricks Your Mind Plays on You



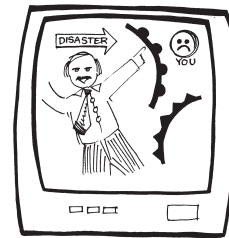
ONE-EYED OGRE: Seeing things from only one side and ignoring all other sides.



PRISONER OF FEELING: Using your feelings as the main guide for your actions and thoughts.



DISASTER FORECASTER: Falsely believing something awful will happen with very little to back up your ideas.



MAXI-ME THINKING: Falsely believing all the bad things that happen to you or other people are all your fault.



LAME BLAMING: Using a label for yourself ("I'm bad") or others ("She's a witch. It's all her fault.").



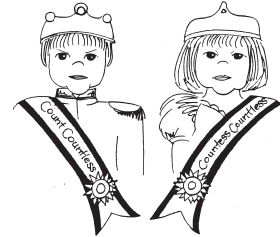
(continued)

**FORM 3.1.** (page 2 of 2)

**MULES RULES:** Stubbornly insisting that your ideas about how you, other people, and the world should act are the only ones that are right.



**COUNTLESS THINKING:** Convincing yourself that strengths, successes, and good experiences do not count.



**TRAGIC MAGIC THINKING:** Incorrectly believing you know exactly what is going through someone else's mind without checking it out or asking him or her.



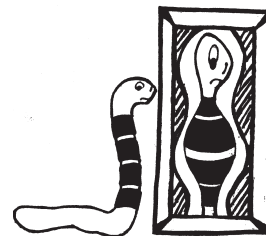
**TALL-TALE THINKING:** Believing something despite there being little to back up the ideas.



**NO MIDDLE RIDDLE:** Seeing things in only two ways, like you are perfect or you are a total loser.



**CIRCUS MIRROR THINKING:** When you look at yourself, other people, or what happens to you, you shrink the positive (+) or supersize the negative (-).



**TOO FAST FORWARD:** Jumping to big conclusions by using small bits of information. Not waiting to get all the results or information you need.



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**FORM 4.1**

**Instant Messaging Social Skills Worksheet**

You are walking down the hall at school and a new student smiles at you.

IM response:

A student sitting next to you in math class asks if you are going to the football game on Friday.

IM response:

A boy you have a crush on asks if you are doing the extra credit assignment.

IM response:

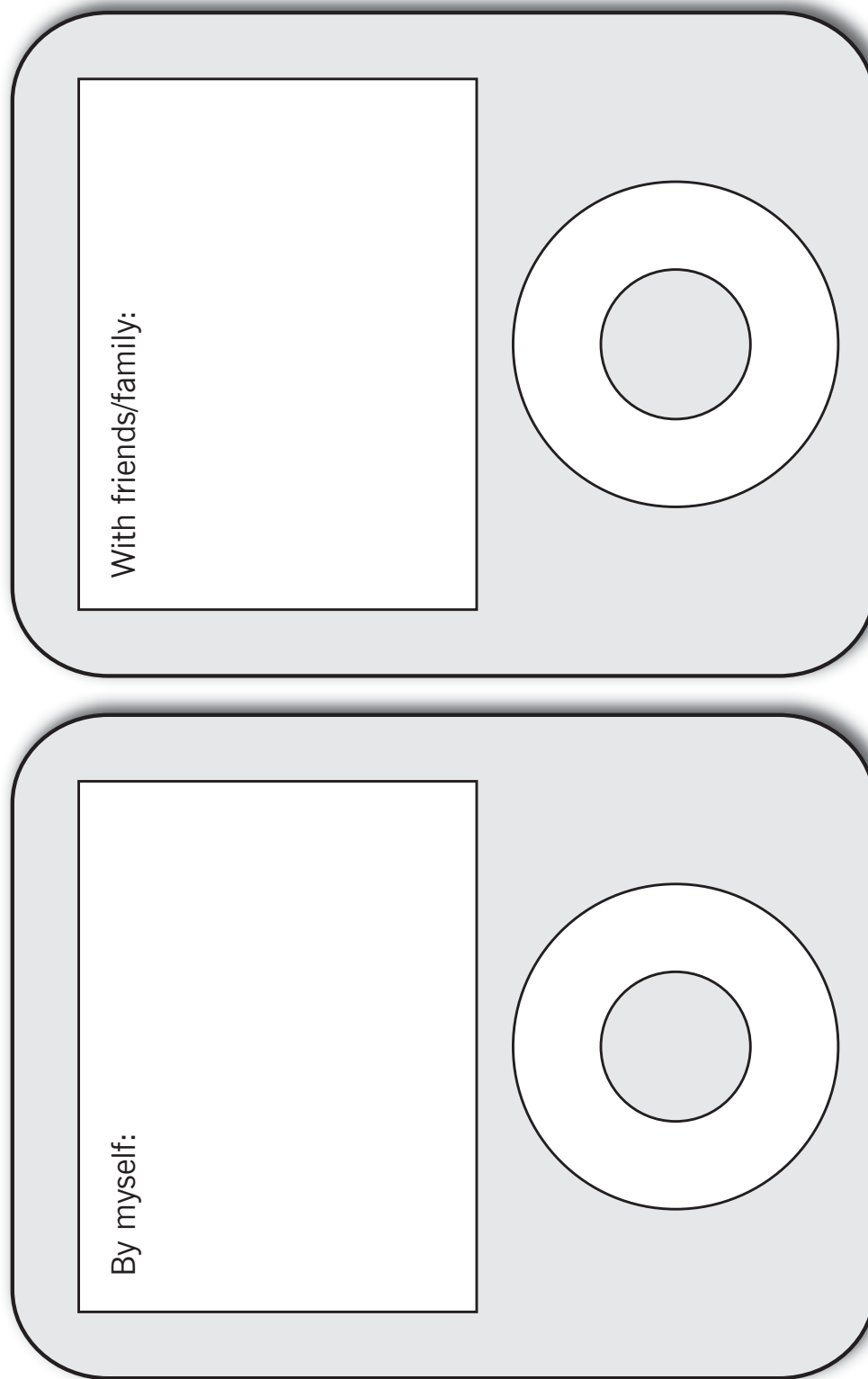
Your teacher announces everyone must find a partner to complete an in-class assignment. You look to the left and the student next to you is looking at you.

IM response:

There is a dance after the basketball game, and you want to find out if some of your peers are planning to stay for the dance.

IM response:

## Activity Scheduling iPod Playlist



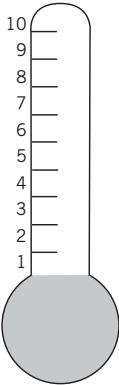
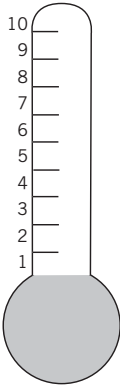
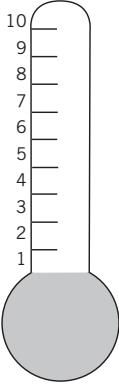
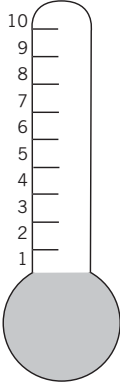
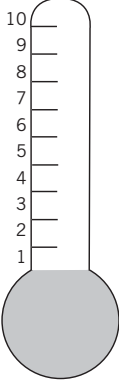
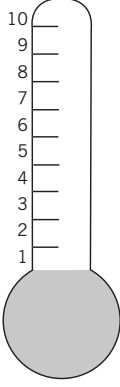
The form is designed to look like an iPod playlist. It consists of two identical grey rounded rectangular containers, each with a large white rectangular area on the left and a large white circle on the right. The left container is labeled 'By myself:' and the right container is labeled 'With friends/family:'. Each container has a subtle drop shadow.

By myself:

With friends/family:

## Guessing Game Worksheet

### THE GUESSING GAME

Event	→	Guess how it will go?	→	How did it go?
<div></div>	→	<div> <div>?</div> <div>?</div> <div>?</div> </div> 	→	
<div></div>	→	<div> <div>?</div> <div>?</div> <div>?</div> </div> 	→	
<div></div>	→	<div> <div>?</div> <div>?</div> <div>?</div> </div> 	→	

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## Prompts for Parents/Tips for Teachers

Your child/student is building many skills in therapy. Support and encouragement at home and in school are important aspects of success. Currently, we are working on behavior strategies in the checked areas below. Please read these sections for ideas on how to prompt the child's use of skills, as well as to reinforce progress. For all of the checked strategies, the following components are important:

### IMPORTANT WAYS YOU CAN HELP

Modeling: You are powerful models for your child/student. Verbalizing your own feelings and responses can be helpful.

Prompting: When you notice your child/student starting to get upset you can prompt his or her use of techniques. Giving choices is also a helpful option. Often children respond better to these optional prompts than to direct instruction.

Reinforcing the Child: Changing habits is hard, especially for kids. If the child makes attempts to use therapy techniques, he or she should be praised for the effort, even if it is not completely successful at first.

Predicting and Problem Solving: When a situation approaches that you predict will be difficult, try preparing your child through hypothetical examples and/or role plays.

**Relaxation** is being used to teach the child to calm his or her physical reactions and to self-regulate more effectively. Relaxation involves strategies for slowing down the heart rate, relaxing muscles, and using self-talk and visual cues to prompt better coping.

Modeling:

- "I'm getting very frustrated, so I am going to take some deep breaths."
- "I'm nervous about the fire drill. Using a squeeze ball might calm down my muscles."

Prompting:

- "You seem upset. I wonder what tools you have learned in therapy that could help."
- "This might be a good time to use your calming-down kit."
- "Do you think bubbles or a squeeze ball would help you calm down more?"

Older children/teens may wish to develop a nonverbal cue or code word with parents that helps parents remind them to use techniques without embarrassing or "nagging" them.

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Reinforcing the Child:

- “I’m proud of you for trying your kit. Keep practicing and it will get easier.”

Predicting and Problem Solving:

- “Let’s pretend you are at the birthday party and you get upset because Carla is so busy with her other friends she doesn’t seem to be interested in playing with you. What tools can you use to calm yourself down? Show me how you would do that.”

**Systematic desensitization** is being used to help the child face feared situations in graduated steps. Systematic desensitization involves facing predetermined steps of a fear while using relaxation strategies to manage anxiety.

Modeling: You can model self-talk and other relaxation techniques to assist the child in using the techniques while facing the designated fear.

Prompting:

- “Remember, what will happen to your worries if you keep practicing?”

Reinforcing the Child:

- “Wow! You worked hard to stay calm while you practiced facing that fear.”

Predicting and Problem Solving:

- “What if it is time to do an exposure and you start to worry you won’t be able to do it? What can you do to solve the problem? What could you remember that could help?”

**Social skills**

Modeling:

- “I am a little nervous to start my new job, but I know if I remember to make good eye contact and smile, I will be able to start a conversation and make a new friend.”

Prompting:

- “I see one of your classmates walking toward us. What have you been practicing that might help you start a conversation with him?”

Reinforcing the Child:

- “I really like how you are looking me in the eye when you talk to me.”
- “I noticed you said hello and asked Aunt Mary how she was when she walked into the house. That was great.”

Predicting and Problem Solving:

- “Your history project is a group project. If you don’t know some kids in your group very well, what can you say to them?”
- “There will be a lot of students at the meeting after school today. What have you learned that can help you join in the conversation?”

**Pleasant events scheduling**

Modeling:

- “I was not looking forward to doing yard work today, but it was more fun than I thought it would be. I really enjoyed talking with you while we worked.”

Prompting:

- “Would you like to choose to use the computer or a book during your free time?”
- “How much fun do you think you will have during free time?”

Reinforcing the Child:

- “I like how you tried [the activity] even though you guessed it would not be much fun. It looks like you are enjoying yourself now.”

Predicting and Problem Solving:

- “What if you were planning to schedule going to the mall with a friend, but she couldn’t go? How would you feel? How could you solve that problem? What if you complete the activity and you don’t have much fun? What can you remember?”

**Contingency management**

Modeling:

- “I worked really hard to get my ‘to-do list’ done early, so I am going to reward myself by going to the movies this weekend.”

Prompting:

- “Remember, if you follow the rules you will earn tokens that you can use for more computer time.”

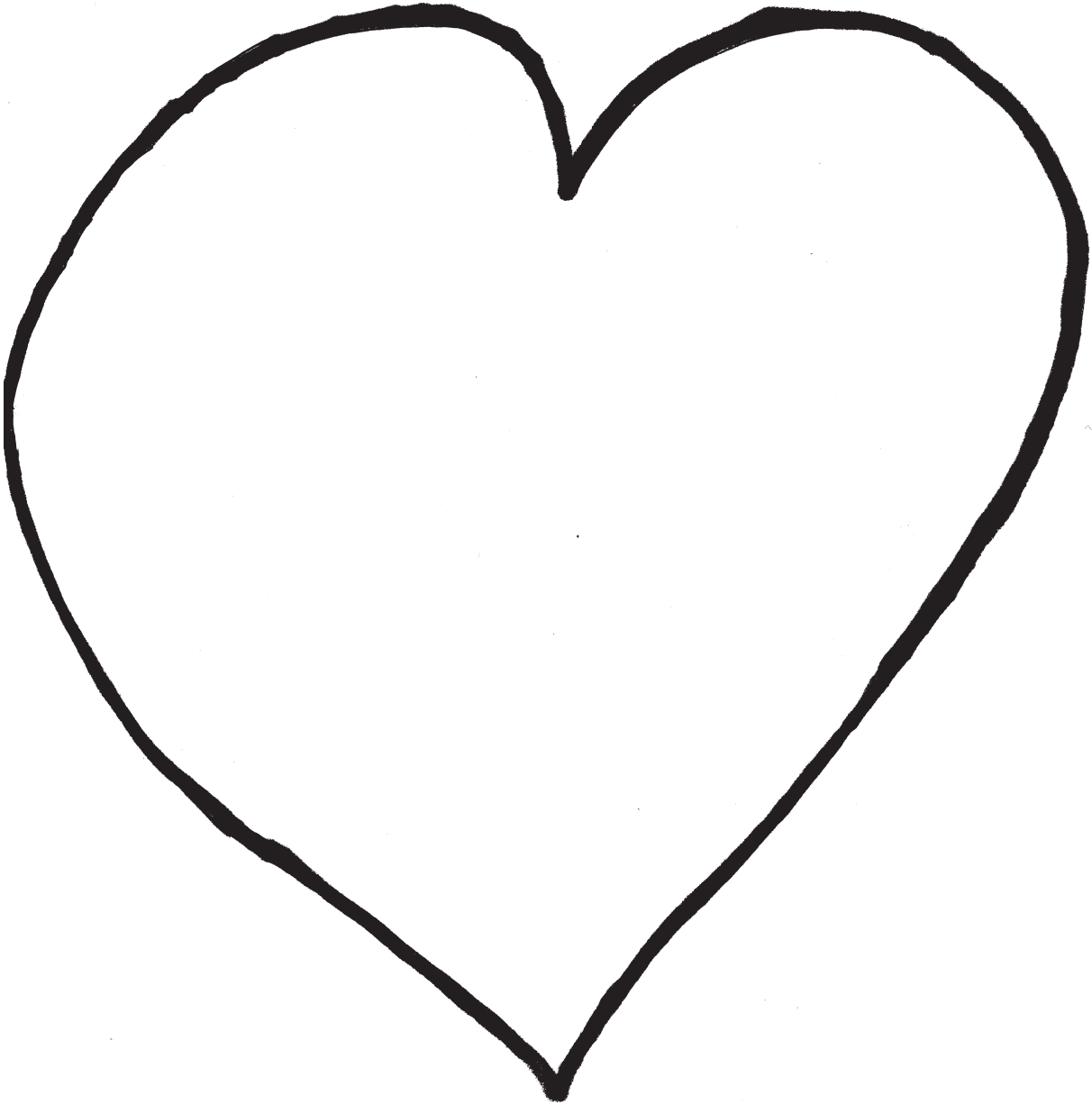
Reinforcing the Child:

- “Awesome job following directions the first time! Here are two chips.”

Predicting and Problem Solving:

- “What if you really want to go to a friend’s house after school today, but you realize you don’t have enough chips to do so?”

## Handprint on Your Heart



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**FORM 5.2**

**Are You Ready for Some Changes? Questionnaire**

My problem is \_\_\_\_\_.

It bothers me (circle one number):

1	2	3	4	5	6	7
Not at all			Kind of			A lot

I feel out of control and helpless because of it.

1	2	3	4	5	6	7
Not at all			Kind of			A lot

I think people my age have this type of problem.

1	2	3	4	5	6	7
Not many			Some			Many

I am sure that my treatment will help.

1	2	3	4	5	6	7
Not at all			Kind of			Totally

I want to change my thoughts, feelings, and behaviors.

1	2	3	4	5	6	7
Do not			Kind of			Totally

I am trying to change my thoughts, feelings, and behaviors.

1	2	3	4	5	6	7
Not			Kind of			Really

I think I am able to change my thoughts, feelings, and behaviors.

1	2	3	4	5	6	7
Do not			Kind of			Really

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### FORM 5.3

### FORM 5.3

### FORM 5.3

## FORM 5.4

# Clean Up Your Thinking Diary

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## Swat the Bug



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## Trash Talk Worksheet



Trash I say to myself

My talk back

## Hot Shots, Cool Thoughts Worksheet



Hot Shots





Cool Thoughts

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FORM 5.8

En Fuego Diary

Date	Situation	How angry	 En Fuego thought	 Chill thought	New feeling

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## Anger Balms



Am I confusing something done by accident with something done on purpose?

How sure am I that my guess about people's actions is true?

Am I confusing things being unfair with things just not going my way?

Do I think this is just happening to me or does this happen to everyone once in awhile?

Am I expecting others to completely follow all my rules?

Do other people know my rules?

How forgiving am I willing to be when people break my rules?

Am I seeing people in just one way? Can anyone be all one way all the time?

How accepting am I of my own bad feelings? Do I believe I must get rid of these feelings?


Am I getting rid of my own unwanted feelings by hurting other people?

How do I define power and control? Do I confuse self-control with controlling other people?

How helpless am I in the situation?

What is my responsibility for what happens to me?

# Mad at 'Em Balm Diary

Date	Situation	How angry	Thought that hurt	 Balm statements that help	New feeling

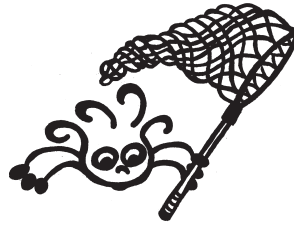


## Taming the Impulse Monster Worksheet

Situation \_\_\_\_\_



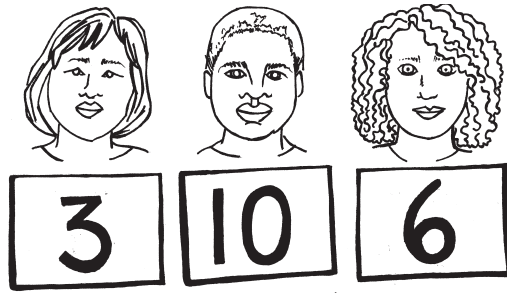
Impulse Monster says



Tamer says

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# Rank Your Worries Worksheet



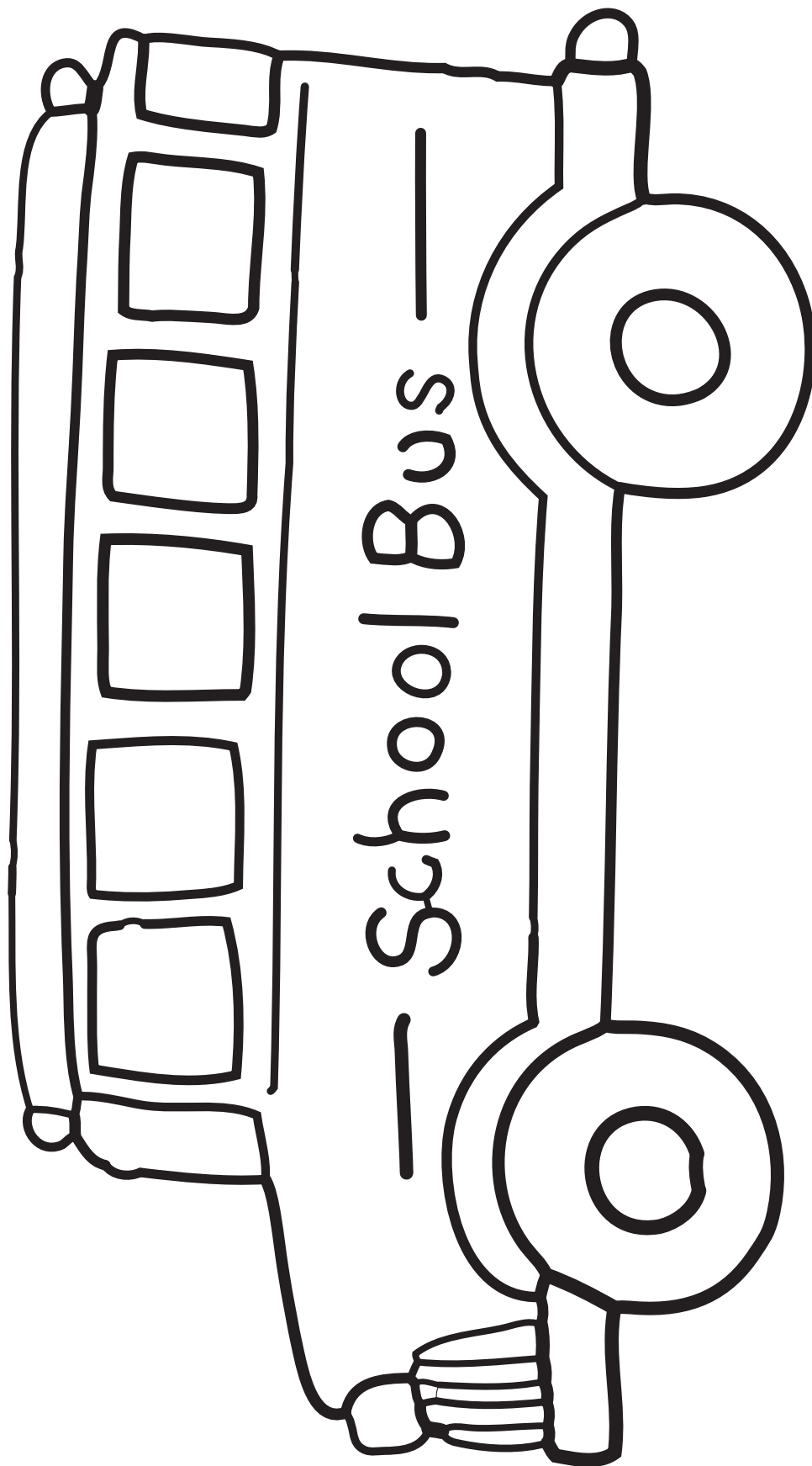
Worry	How bad/awful	How likely

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## Wanting versus Willing Worksheet

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## Bus Drawing



# Master of Disaster Worksheet



Disaster I can master: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Master questions:

How sure are you that the disaster will happen? (Circle one.)

1	2	3	4	5
Not		Kind of		A lot

When has the disaster happened before? (Circle one.)

Never	Sometimes	A lot
-------	-----------	-------

If the disaster has not happened, what convinces you it will happen now? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What was your explanation for the disaster happening before? \_\_\_\_\_  
 \_\_\_\_\_

What is another explanation for your sense it will happen now? \_\_\_\_\_  
 \_\_\_\_\_

If your disaster has happened in the past, how did you handle it?

1	2	3	4	5
Not well		Kind of		Really well

(continued)

**FORM 6.2.** (page 2 of 2)

What did you do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you did not handle it well, what is different about you now? What could you do now that would be helpful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have a plan for the disaster, how bad could it be? How in control are you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Master of Disaster conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thought Prospector Worksheet



Thought you are prospecting: \_\_\_\_\_

What is it that you do that a \_\_\_\_\_ would never do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is it that a \_\_\_\_\_ does that you would never do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After prospecting, what's another way to look at yourself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

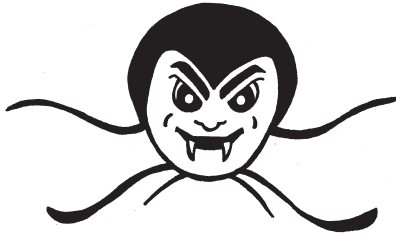
\_\_\_\_\_

\_\_\_\_\_

YOU STRUCK GOLD!



## Count Dreadula Questions



Am I punishing others for my mistakes?

Am I punishing myself for others' mistakes?

Am I confusing accidental with on purpose?

Am I confusing fair with what I want?

Am I confusing for now with forever?

Am I confusing possible with likely?

Am I being too hard on myself?

Am I forgetting about my strengths?

Am I being too hard on other people?

Am I letting feelings trick me into thinking they are facts?

How forgiving of myself can I be?



How forgiving of others can I be?

Are things all or none for me?

What could be worse?



# Count Dreadula Diary

Date	Situation	Feeling and rating	Automatic thought	Count Dreadula asks	Count Dreadula says	Rerate feeling
						

# Whether Report Worksheet



What is happening when you have a brainstorm? \_\_\_\_\_

What feeling do you have? \_\_\_\_\_

How strong? (Rate 1–10) \_\_\_\_\_

What is running through your head during the brainstorm? \_\_\_\_\_

What convinces you this is totally true?

What makes you doubt this is totally true?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Make a conclusion on your Whether Report. \_\_\_\_\_

What is your new feeling? \_\_\_\_\_

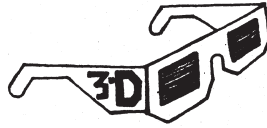
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# Mirror, Mirror Worksheet

View of myself	Who is my standard?	How I see him/her	How do I compare?



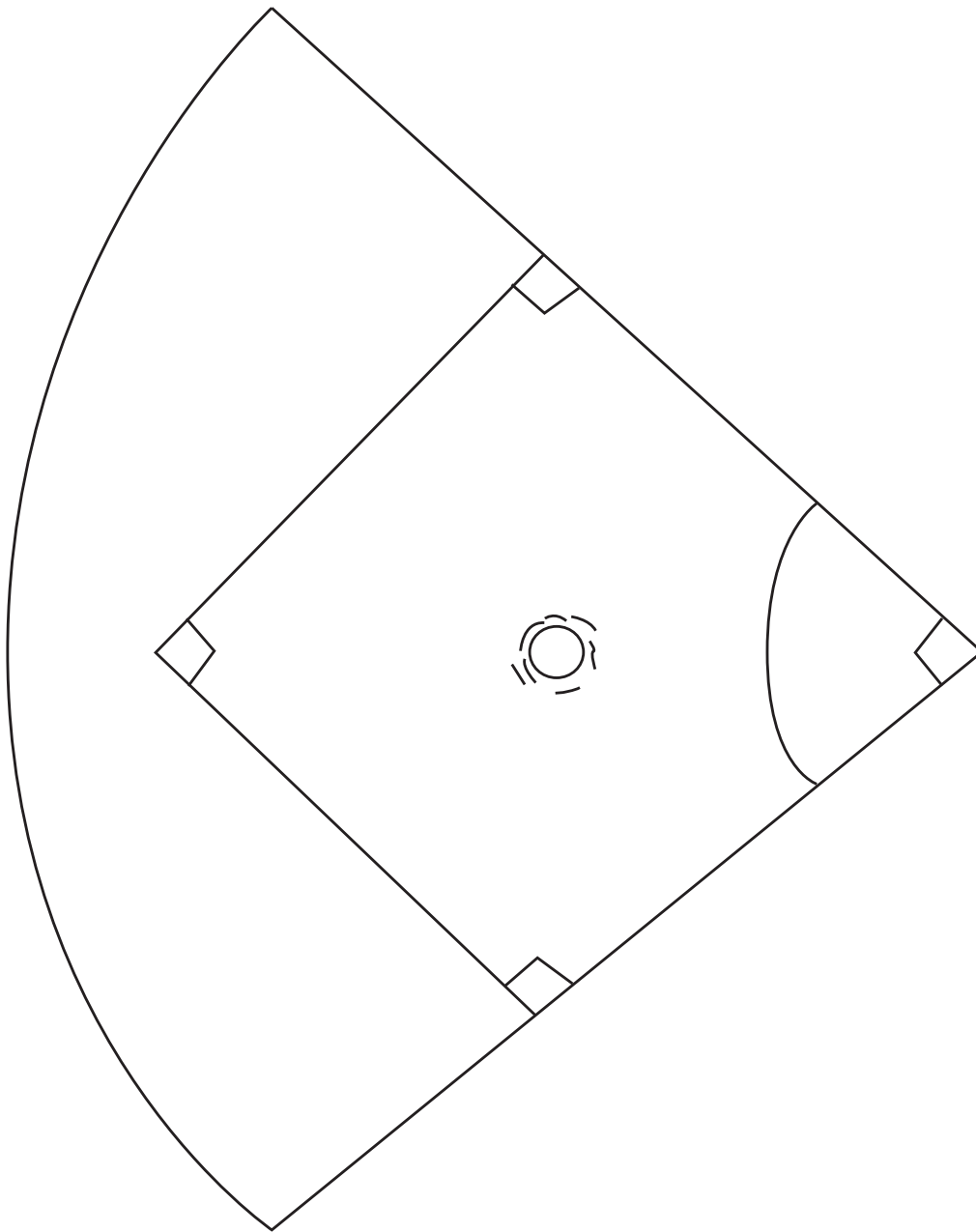
## 3-D Thinking Worksheet




Difficulty/discomfort	How much discomfort?	How did you handle it?	How much of a disaster?

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# Playing Centerfield Worksheet



# Museum Piece Diary

Date	Criticism	Feeling	Automatic thought	 Response from the Museum Piece's perspective